**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7970

**Course Title:** Special Topics: Global Studies & Research in Education and Counseling: South Korea Program

**Credit Hours:** 3 Semester hours (Lecture 3)

**Prerequisites:** None

**Course Instructor:** Drs. Suhyun Suh & Sang Min Lee (Korea University)

**Semester/Year:**  Summer 2013

**2. Date Syllabus Prepared:** January 2012; Revised October 2012

**3. Text:** No text is assigned.

**4. Course Description:** The class will focus on: (1) helping graduate students develop multicultural counseling and education competencies; (2) fostering international perspectives on critical counseling and educational issues; and (3) enhancing cross-cultural research competencies. The course will be provided partially on-campus and partially at Korea University in Seoul, Korea. The course will include seminars and research in pre-selected special topic areas, professional field experiences, and an educational tour of Korea.

**5. Course Objectives:**

**Upon completion of this course, students will demonstrate the following knowledge,**

skills, and attitudes:

* + Expanded knowledge related to the history, culture, geography, economy, religion, educational systems and peoples of Korea.
	+ Increased sensitivity, appreciation, accuracy, and understanding of diversity
	+ Identify ideas for cross-cultural research.
	+ Develop and nurture relationships with faculty and students in Korea with the goal of enlarging professional networks for future collaboration in research and teaching.
	+ Understand differences in policies and in norms (explicit or implicit) for research conducted in other countries.
	+ Understand how cultural, political, and economic contexts may shape views on research with human subjects, information sharing, and data access.
	+ Demonstrate openness to learning from international partners with different levels of English language proficiency.
	+ Acknowledge that the “right” decision in one country may lead to unintended ethical consequences in another.

**6.** **Course Content:  Specific course content will be developed in collaboration with students who enroll in the course. Cross-cultural comparison will be used as the primary teaching method for both learning and research. Suggested topic areas include but are not limited to the following:**

* **Contributing factors for achievement gap**
* **Career counseling and guidance for adolescents**
* **Pressing issues interfering with optimal personal social growth and development of children and adolescents**
* **Prevention and intervention efforts against bullying in school**
1. **Assignments/Projects**

*Pre-departure Learning Activities:*

Students will attend two-hour biweekly sessions for eight weeks. In addition, students are required to attend an orientation meeting provided by the International Program Office. In the first week of the eight week class students will discuss research topics of their interests and come up with a few potential research topics. They will also decide on class presentation topics. The students will be grouped in pairs or triads to work on a research project and class presentation topics. The research and class presentation topics will be finalized by the instructors after discussing the chosen topics by students at each university. AU students and KU students will be matched to form cross-cultural research teams after research topics are finalized. Students are expected to present on research progress on both projects each class and to incorporate any feedback to improve their study. In addition, a topic area on Korea will be selected by each student for presentation in class to increase their knowledge base in the county for their visit. The topic areas may include the following areas: traditional and modern Korean life style, geography, history, culture, religion, education, and science and technology. Basic conversational Korean language will be instructed as well.

*Journal Entries Posted on Blog Site:*

Students will take turns posting daily journal entries and updates to the online blog. These posts will educate other cohort members as well as the public about students’ learning and cultural experiences. Posts will include daily activities. Video clips and pictures may also be used to further explain the students’ daily activities.

*Personal Journal Writings:*

Students are required to write a total of 6 journal entries, 1 before the trip to Korea and 5 during the trip. Journal entries are due on the last day abroad.

Questions to be covered in the journal are:

* List critical incidents that became a learning moment for you about a foreign country, Korea, in relation to increasing your knowledge and understanding about the country.
* How did the critical incidents make you feel and what impacts do these experiences have or are likely to have on your development as a person and a professional?
* If you were in a position to advocate for the population that you were dealing with in the critical incidence, what actions would you take to advocate for them?

*Class Presentation at Korea University:*

Each team of AU and KU students will present on their research topics in their first day of class. Other classes will be devoted to other class presentation topics. Each group will present for an hour on the topic they researched and the presentation will be followed with discussions. Similarities and differences between two countries and potential ideas for improvement in each country on the given topic will be the focus of discussion. The research presentation should include: A description of the topic, the statement of the problem, the significance of the study, purpose of the study, research questions, methods, findings, lessons learned, and references. For the presentation you are asked to really think about innovative ways that you can communicate the central and critical findings of your study. This may include the use of multiple presentation methods (e.g., videos, demonstrations, power point presentations, experiential activities, readings, handouts, brochures and surveys as appropriate). A 15-20 page draft of the research paper should be submitted by the last day of the summer term.

Focus Group Meetings

Student will participate in two focus group meetings to debrief and discuss the impact of participating in the program on their personal and professional development. One will be conducted while abroad and the other two months after the trip.

*Fieldtrips to Educational Sites:*

Students may take field trips to educational institutions and counseling centers to observe counseling and educational practice in Korea.

*Excursion to Cultural Sites:*

Students will take an educational tour to cultural sites across the country. The tour will provide the students with an opportunity to gain insights into the country’s history, culture, religion, life style, etc. as well as values and beliefs of Koreans. The excursions will include sites such as palaces, traditional villages, museums, religious institutions, UNESCO world heritage sites, performing arts centers, modern business districts, etc.

1. **Grading and Evaluation Procedures:**

 Personal Journal Entries 100

 Journal Entries Posted on Blog Site

Class Participation at AU 100

Research Presentation at KU 100

Class Presentation at KU 100

 Research Paper 200

 **TOTAL 600**

The following scale will be used:

 540-600 =A

 480-559 =B

 420-479 =C

 360- 419 =D

 359 and Below =F

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s).
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, who will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes content on school counseling practice and development as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.